the SPECTATOR

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VOLUME TWO HAMILTON AND KIRKLAND COLLEGES, CLINTON, NEW YORK, MAY 25, 1972 NUMBER TWENTY-FOUR

KIRKLAND CHARTER CLASS 1972

Blurbs

SPECTATOR SUBSCRIPTIONS

The editors of the *Spectator* wish to invite all alumni and friends of the two Colleges to subscribe to the newspaper next year. There will be a new mailing policy through a professional agency to ensure the regularity of circulation. Subscriptions cost $7.00 and all checks should be made payable to *The Spectator*. Please send requests for subscriptions to:

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SAVE SEPTEMBER 22

On Friday, September 22, the Hamilton-Kirkland Student Club will be sponsoring a Casino Night, with all proceeds going to the Chapel Board Fund Drive. Faculty and Administration members will be invited to exhibit their gaming talents at Blackjack and Roulette, their sporting personalities as dealers, or may support the Chapel Board and Volunteer Services by donating a cocktail or dinner party to be auctioned at midnight. Forms for volunteers and donations will be sent through Campus Mail around September 10. Meanwhile, all professors, administrators and alumni planning to attend Homecoming Weekend (Sept. 23) are encouraged to polish up on their gambling technique over the summer.

the SPECTATOR

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LETTERS

Medical Schools

To the Editor:

I was distressed to see your recent editorial in the *Spectator* with regard to the poor performance of the senior class achieving the medical school of their choice.

During my stay at Hamilton (1958-1961) it was by no means a "guarantee" that all or even any of the pre-meds were placed in the school of their choice. The Director of Biology at that time was an extremely powerful man - a mere telephone call on his part pretty much assured the candidate a place in the medical school. But, thank God, the days of such dealings are over. Fortunately now medical schools judge each candidate on his own worth and do not empirically take the Chairman's word for it. I was one of those who had to settle for "second best" but somehow or another I survived and am now successfully in practice in Ophthamology. Many people who went to "better" medical schools than I did not survive the rigors.

Fortunately the matching plan for applications has been instituted. I dreaded making multiple applications, the fees for which I could not afford. Also, the total numbers of applicants to medical schools have increased beyond comprehension making the admission's committee task that much more difficult.

Alumni can, and should do their share to "help" with the admission procedure. But it will only come down to a selection of the most qualified for each seat in the entering class. That student must stand on his own two feet.

Very truly yours,
David M. Lieberman, M.D

Reply

To the Editor:

Dr. Lieberman takes what seems to us to be a very naive view in assuming that medical schools judge each candidate "on his own worth". It is in fact the case at Hamilton and probably at all undergraduate institutions, that for a sizable number of students, "contacts" play an important role in their admittance to medical schools. The fact that there are many more qualified students than places available increases the extent to which medical schools use contacts as a means of deciding between candidates.

Dr. Lieberman goes on to speak of a "matching plan for applications". We assume he is referring to AMCAS, the national application service to which some fifty medical schools belong. AMCAS was conceived as a means of allowing the student to write one instead of many applications and to decrease the cost of applying to medical schools. While these goals are admirable and ones we approve of, they have led to problems for both the medical schools and the applicants that may outweigh their advantages. As an application service, AMCAS has failed miserably in efficiently and quickly computerizing and sending out students' applications. Furthermore, in making it easier and cheaper for the applicant to apply to more than one school, AMCAS has significantly contributed to the large increase in the total number of medical school applications. While Dr. Lieberman recognizes the problems for medical school admissions' committees of increased applications, he does not realize that AMCAS is in part at fault. In fact, we know of several medical schools that have indicated their intentions of withdrawing from AMCAS, and this number may grow.

We believe that Dr. Lieberman's conception of the medical school admission's process is idealized and does not represent the true situation. We want to make it clear that we do not want Hamilton students to be "helped" into positions for which they are not qualified. However, with the competition being what it is, the students which our pre-med committee has recognized as qualified need all the help they can get in order to remain competitive with other undergraduate students. Dr. Lieberman, in taking an unrealistic view of the admissions process, does not provide that. Consequently, many of our "quality" students must settle for their second choices, if they are so lucky.

Richard B. Eales '72
Eric Henley '72

Continued on page three

HAMILTON HONORARY DEGREES

Commencement 1972

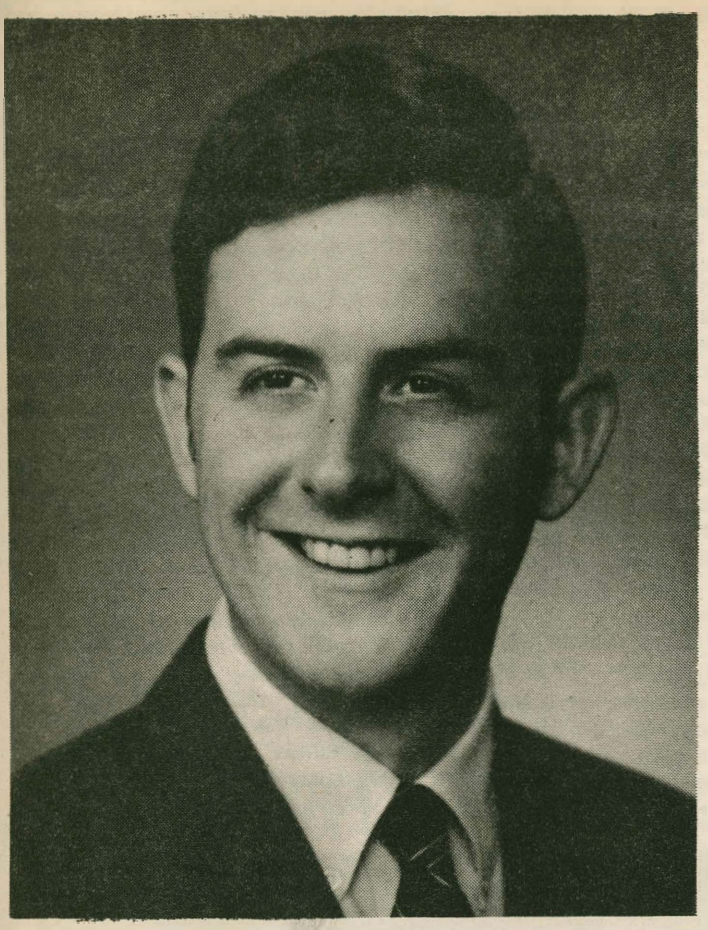
Loren Eiseley Department of Anthropology- University Museum University of Pennsylvania 33rd and Spruce Streets Philadelphia, Pennsylvania 19104	Doctor of Science and Commencement Speaker
Herbert Strainge Long '39 Professor of Classics Case Western Reserve University Cleveland, Ohio 44106	Doctor of Letters and Baccalaureate Preacher
James Dickey, poet 4620 Lelia's Court Columbia, South Carolina 29206	Doctor of Literature
Charles Saxon, New Yorker Cartoonist 228 Weed Street New Canaan, Connecticut 06840	Doctor of Humane Letters
Winton Tolles, '28, Dean of Faculty 99 Campus Road Clinton, New York 13323	Doctor of Humane Letters
John H. Johnson, Publisher of *Ebony* 820 South Michigan Avenue Chicago, Illinois	Doctor of Laws
Grant Keehn '21, Trustee of Hamilton and Kirkland Colleges Goldman Sachs and Co. 55 Broad St. New York, N.Y. 10019	Doctor of Laws

Toward Constructive Revolution

By Jim Talin

That nobody is better than somebody is what I never dared say; now, in this moment of severe political, social, economic and mo moral tension, I feel composed to speak out and refute my beliefs. Who wants to admit that he parts his hair differently to cover his bald spot better, or that he grew a beard to hide his face, or that his breathing was rasped, his glasses fogged, and his knees wobbling after a torturous ascent from the ground to the front seat of his car? Well, nobody, and this leads me to say that in solution of those political, social, economic and moral problems, which don't really exist since the boys are home and meat's cheap, why elect a president who can only tell you: "I think Mr. Secretary adequately answered that question in his speech of ————————" or "Because of my ———————— doctrine, we've come a long way towards ————————"? (Here you insert the combinations of your choice, such as Nixon, economic, penal,and ending, curbing, ravishing). Rather, imagine a ruler whose face you could fill in and wipe out at will, like the potato-men of your youth; imagine a chin which never doubles under the strain of articulat strain of articulation; imagine a land where forces anti-democratic, anti-socialistic, anti-fascistic and antibiotic are not overruled in a government undermined by the principles of sociable NONARCHY, where double negatives are the idiom in a poetry of perpetual antipode. But this is not what I really mean, isn't it? If you're dissatisfied I suggest that you should cash in your being's lease, go to your landlord and demand a new contract,stand (don't tremble) before him and telepathize: "Let us not untangle the order in this mess together." Then, gordian a few nots in rabid succession, appeal to his indecision, and vote SOCIABLE NONARCHY in the next election. Make a face, elect it, and remember out motto: succession, appeal to his indecision, and vote SOCIABLE NONARCHY in the next election. Make a face, elect it, and remember our motto:

Nobody's better than somebody
To end those conflicts
To solve those problems
Which don't exist.



Dean of Students R. Gordon Bingham, Jr.

Bingham to Tackle Hamilton Deanship

R. Gordon Bingham, Jr. has been named the new Dean of Students of Hamilton. He will be taking over the duties of Hadley S. DePuy, who has served as Associate Dean for the past seven years. The change in title reflects the job's growing complexity and importance.

Bingham was chosen after a series of interviews with numerous candidates for the position. Students as well as faculty and administration were involved in the decision. A large meeting of all those involved in the screening process was held on Friday, May 5. Bingham was a popular candidate, although by no means the only one with strong support. The final decision was made by President Chandler with recommendations from Deans Tolles and DePuy.

Bingham, 30, is a native of Wilmette, Illinois. He earned a B.A. in economics from Middlebury in 1964 and a Master's degree from Northwestern in 1966. He spent one year as an instructor of Economics at Lake Forest College and then came to Union in the fall of 1967, as Director of Student Aid. After two years as financial aid director, he was named an Assistant to the President.

As Assistant to the President, Bingham coordinated Union's Comprehensive Education Program. He also served as Union's liason to the Academic Opportunity Consortium, a cooperative minority recruiting program.

Bingham is a member of the New York State and Eastern Financial Aid Administrators Associations, the National Association of Student Personnel Administrators, the American Economic Association and the NAACP. He is also treasurer of the Schenectady Community Action Program, a federally funded local development agency.

He is married to the former Lucinda E. Peterson. They have two childern.

Musselman Follows Beinecke As Kirkland's New Chairman

BY KATHY BEDKE

Francis Musselman will succeed Walter Beinecke, Jr. as the Chairman of the Kirkland Board of Trustees. Mr. Beinecke plans, however, to remain a trustee of both Hamilton and Kirkland Colleges.

Mr. Beinecke, President of the Osceola Operating Corporation, has been involved with Kirkand since its founding. He was the chairman of the Long-Range Planning Committee that recommended the establishment of an all-women's college in 1963. As a result of this recommendation, he was appointed Chairman of the Kirkland Board of Trustees in 1965 and was instrumental in the planning of the College. Referring to Mr Beinecke, President Samuel F. Babbitt said, "Without him, Kirkland probably would not be in existence today."

Mr. Beinecke's main concern in the planning of Kirkland was that of flexibility. In one of his reports to the Hamilton trustees concerning Kirkland's role toward educating women, Mr. Beinecke regarded Kirkland as "a flexible institution ready to serve the needs of a student throughout her life."

In that same report, Mr. Beinecke indicated the importance of fresh, new ideas in shaping Kirkland: "... the new college should break with the traditional approach that considers the first course in a subject field to be a foundation for concentrating in that field. Rather, the general courses recommended should present a broad range of content and method."

The decision to establish another educational institution adjacent to Hamilton was the result of the trustees' "cluster-concept". Long range plans foresee a small cluster of independent yet coordinate colleges atop College Hill. Mr. Beinecke, in the 1965 Winter *Hamilton Alumni Review*, explained the decision to establish a women's college as the first step in the cluster concept:

"First, the Hamilton Faculty, as well as most of the professional experts...felt that the greatest need of the geographic area (the northeast states) and the greatest need of the educational field in general was for another good liberal arts college for women.

"Secondly, whereas Hamilton and comparable coleges now accept about one out of five applicants, the comparable women's colleges accept one out of six or seven applicants, our professional participants in the discussion felt that this represented the greatest opportuntiy for Hamilton to exert its leadership and to do something significant at the same time as to fulfill a program to its own advantage."

Through the assistance of Mr. Beinecke, Kirkland developed from an idea to a full college. But that was only the first step: now Mr. Beinecke feels that it is time for someone else to bring in fresh views which will continue to help Kirkland futher its intellectual and social growth.

Walter Beinecke, Jr.

It is this job which Mr. Musselman has agreed to take on as the new Chairman ofKirkland's Board of Trustees. Mr. Musselman, a graduate of Hamilton College and a member of the law firm Milbank, Tweed, Headly and McCloy, has served on the Kirkland Board of Trustees for over a year and considers his new post as chairman a "great challenge."

According to Mr. Musselman, the concept of an all-women's college such as Kirkland is extremely important. "I believe that the decision made some years ago to have a girl's college on the hilltop has been fully justified and successful...We've had men's education going on some 175 years on the hilltop. Twenty, thirty or forty years ago no one really appreciated the lack of impact the absence of educating women had, and now we're seeing it. What's going on on top of the hill is a more complete and realistic approach to education."

Mr. Musselman feels that the type of education found at Kirkland is largely a result of the efforts of Mr. Beinecke and President Babbitt. "Mr. Beinecke and Mr. Babbitt, in my view, have accomplished wonders to bring Kirkland to the graduation of its first class."

Finally, Mr. Musselman also believes that both Hamilton and Kirkland should retain their own identities and continue their complementary roles. In his words, "Kirkland should remain a girls' college. It has its own destiny."

LETTERS continued from page two

McGovern

To the Editor:

In recent weeks, I have heard that George McGovern is the only candidate who will get us out of Vietnam. This belief has gone as far as to equate an anti-war rally to a McGovern for President meeting, and certain anti-war articles in the *Spectator* have preached only McGovern. It is true that George McGovern is against the war. I quote from his campaign literature:

"Now is the time to announce and abide by a timetable for withdrawal of all U.S. armed forces. Until we agree to withdraw, our prisoners will not be returned, the killing will continue, and more billions of dollars will be wasted."

Hubert Humphrey has made the following statement on the same issue:

"I believe that we must have a withdrawal of all of our armed forces from Vietnam and do it as rapidly as possible and to set a date for that withdrawal. It is my firm belief that by submitting a date for the withdrawal of our forces, the United States raises its chances of reaching an agreement at the Paris peace talks concerning the release of American prisoners of war and those persons missing in action."

When you come down to thinking about it, is there really a difference?

Very truly yours,
Howard Riessen '75

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Kirkland Commencement

Kirkland Commencement
Calendar of Events

Wednesday, May 24:

11 A.M. Graduation Run Through - McEwen Hall. A very important meeting!

2 P.M. Dressage Deomonstration by Tibby Hunt- Soccer Field

2:30 P.M. Kirkland-Hamilton Senior Cocktail Party - Hamilton Baseball field, informal.If raining, McEwen Dining Hall.

Thursday, May 25.

11:30-1:10 Buffet Luncheon for Kirkland Community - McEwen Dining Hall.

1:00-2:30 Reception and Festivities begin - McEwen List Area.

3:00 Graduation Ceremonies - Speakers: President Babbitt, Mr. Beinecke, a few seniors, Kirkland Choir, then DIPLOMAS!

Kirkland's Past and Present Come into Focus

The following is a series of excerpts from the report of a committee organized in March, 1964, to advise the Trustees of Hamilton College on the formation of a school for women. Headed by trustees Keehn and Beinecke and Hamilton President McEwen, the committee made some eight pages of recommendations in September of that year. There is no need to describe current conditions here for the sake of comparison; however, excerpts from a commentary made by Kirkland President Babbitt in April, 1972 have been included in italics.

In March, 1964, Mr. Keehn, Mr. Beinecke and President McEwen brought together a committee to advise the trustees of Hamilton College as to the founding of a new woman's unit—the first of several envisaged by the trustees as part of a projected expansion. This Advisory Committee was carefully chosen to represent different philosophies of education, and varied phases of women's activities

First, and most important for the success of the project, one must note the enthusiasm engendered by the idea of establishing this college, and of establishing it at Hamilton . . . A second important factor is the urgent need for a college which not only maintains high academic standards for women, but which has a forward looking, realistic approach to educating a woman for the kind of life whe will lead when she leaves college. Institutions exist which well fulfill one or the other of these two functions, but it is the belief of the Advisory Committee that this new college *could* be unique in combining them. A completely new look can thus be taken at liberal arts education in relation to the needs of young women at the present time.

The large majority of college women now marry. . . No one would deny that a married woman owes her first allegiance to her husband, her children and her home; nor that she finds her greatest happiness and the fullest expression of her talents in meeting her responsibilities to them. However, the *nature* of these responsibilities is not always well understood. . . Moreover, it seems clear that intelligent, dedicated women are needed to man the professions which at the moment are gravely understaffed, and which minister to the deepest needs of our society: teaching, medicine, social and welfare work, library work and nursing.

MR. BABBITT: I suspect that this will continue to be true [that the large majority of college women marry], but it is significant that, as our students enter the college, they are not entertaining the prospect of marriage during college nor shortly thereafter, which used to be the pattern. We have not been at it long enough to know precisely how this will hold in practice, but it is significant that a very few of our students have married during the four years of our history. Many of our students would now take exception to the statement: "No-one would deny that the married woman owes her first allegiance to her husband, her children and her home . . . [etc.] This is certainly unacceptable to many who have become interested in the contemporary Women's Movement. The college is, I believe, trying to say to its students that the most important thing is the type of person they become, including their ability to "cope" with both professional and family situations.

The Aims of a Hamilton Coordinate College for women are thus:

1. To produce a woman who enjoys the process of learning in whatever situation life places her.

2. To educate a wife able to share fully the experience of an educated husband in such a way that she grows with him while inspiring her children. 3. To encourage women to regard themselves as fully capable to *act* in society by teaching them what women *have* done to meet the needs of society in ways that are beyond the abilities of men.

4. To give women both the academic tools and the necessary confidence to carry on careers appropriate to the varying stages of their lives—before marriage, on a part-time basis during motherhood and on a full-time basis after their children are grown.

MR. BABBITT: One of the aims of Kirkland was designated as the enjoyment of the process of learning, and it seems to me that the aim still is central to what we do. Next, another aim was to educate a wife, and I am not sure that we do so specifically. It seems to me we are trying to educate a woman and leave to her the option of whether she will be a wife and a mother. . Third, one of the aims of the college was to produce active women, and I think we are attempting that one. It is interesting to note that the Committee members specifically suggest that one of the ways of doing this is to encourage the introduction of what is now called Women's Studies. . . . What we have done is to try to introduce into our curriculum materials relating directly to women historically and contemporaneously, and by other means, such as our recent women's conference, to sensitize our students and ourselves to the nature of women and their role in our society.

The fourth aim has to do with the preparation of our students for careers, and I think we rank well with the best of liberal arts colleges in this regard. . . Our counseling and placement program must be developed in order to show women that [movement into business and industry] is a natural and possible path for them, as well. Internally, we must constantly reiterate the value-oriented benefits which accrue to the study of the liberal arts.

The Student:

The Committee assumed that the student in the new college will in many ways be a feminine counterpart of the Hamilton student —above average in academic ability, selected also as a person of promise in personality and character.

We assume that she will not think exclusively, or even primarily of a college education as the foundation for a professional career, although the new college should provide studies of a caliber suitable for graduate study.

. . . We were excited about the possibility of regarding this new college as a fliexible institution ready to serve the needs of a student throughout her life. If she leaves to marry, she whould be able to continue her work elsewhere and, within certain limitations, to prepare for her examinations by reading, home-study, travel, etc. She should have available guidance in reading, refresher courses, summer institutes, or other periods of instruction fitted to the pattern of a married woman's life.

The Course of Study:

Breadth is . . . the aim of the Freshman Year. The remainder of the college course, normally three additional years, would be divided about evenly among studies aimed at:

1. Intensive concentration in depth, studies of increasing difficulty, complexity, sophistication within the student's chosen field of concentration.

2. Supplementary studies supporting the field of concentration.

3. Studies chosen freely to express the student's individual interests.

Stated in these broad terms, the program is roughly parallel to that of Hamilton.

MR. BABBITT: As far as the course of study is concerned, there are perhaps more changes than in any other aspect of what the Committee has suggested. The Committee's suggestions led to the formation of what we called the "core" courses, and those courses were abolished after two years' trial. Essentially, this change came about for two reasons: first, the very real difficulties in the design and execution of interdisciplinary courses means that some faculty can do them well and some cannot. To require all to do it means that there are some considerable percentage of poor course offerings. Second, we were swimming very much against the tide at a moment when required courses were being dropped almost universally, and this meant that our students were balking badly at the mandatory nature of the courses and letting psychological impediments get in the way of their learning. it is, it seems to me, an idea whose time may come again, but in the meantime we console ourselves with the development of as many interdisciplinary courses at as many levels as possible, and I am pleased that this movement is proceeding in quite a healthy way. We rely on the advising system to instill breadth into the courses of the freshman year, and this works reasonably well, although I am not very happy, nor is the faculty, with the solidity of our advising at the present time.

The consensus [of the Committee] was that the new college should break with the traditional approach that considers the first course in a subject field to be a foundation for concentration in that field. Rather, the general courses recommended should present a broad range of content and method.

It is not necessary for a small new college to develop all the courses or faculty strengths now existing at Hamilton. Although the new college would offer advanced courses of its own, it would also

Kirkland Seniors Don Hardhats for 'Survival' Party. Photo by Georgiana Silk

expect its students to take some of their work in Hamilton's courses.

While the new college would acknowledge no obligation to enrich Hamilton's curriculum where its course offerings are slim, the common needs of the two colleges would be considered in the development of curriculum and the appointment of faculty. If, for example, the new college chose to appoint a botanist to its faculty (there is none at Hamilton), that decision would be made by the new college, but there would be consultation with Hamilton's biologists and faculty committees about his usefulness to Hamilton's students.

MR. BABBITT: [This paragraph] is a central one in the report. It outlines, briefly, the expectation of curricular coordination. This is a good and clear statement of position which Kirkland continues to maintain, although it is clear that Hamilton would like a far more "enforced" kind of coordination to take place. We believe it is tremendously important for each college to preserve the right to make its own curricular decisions, and we have made our case as strongly as we know how, based on precisely the kind of position which is taken in the report.

Point of View Toward Teaching:

Throughout the discussions ran a concern that the new institution might gain strength by avoiding some of the routine procedures characteristic of most older institutions. Illustrative of our proposals are the folowing:

1 Our students will be able, carefully selected, eager for an education. Let us dispense with formal rules for enforcing attendance at classes.

2. To encourage a faculty more interested in ideas and results than in status, we might eliminate formal faculty ranks such as "associate professor" and "instructor."

3. To encourage the same attitude among students, we suggest that, except in the Freshman Year, the college be willing to accept work done by methods different from those of "passing" traditional courses. Basic requirements for graduation can be expressed in successive examinations, when the student is ready to take them. This approach encourages independent study, the individual student's responsibility for her own education. Conceivably, "benchmarks" of progress toward a degree might cover work done outside of residence at the college, though we presume that a minimum of two years in residence should be demanded of each student.

MR. BABBITT: This point is one which has had a great deal of discussion and which remains unresolved within the college community. When we started, we proposed examinations at the end of the sophomore year and at the end of the senior year. The sophomore examination although tried on an experimantal and volunteer basis, did not survive the attempt to make it legislation in the Assembly. The development of independent study, field work, and work/study programs, on the other hand, has gone nicely, offering the student a wide range of possibilities whereby academic credit can be earned. We continue to talk about the possibility of some sort of benchmark examinations, and I think the matter could be introduced again next year.

. . . The Committee believes that the new college must have its own chief academic officer or officers, and its own faculty. The president may be a man or a woman, preferably around forty years of age. . .

MR. BABBITT: As you know, I remain convinced that a woman should be heading this college. The Board would be ill-advised, I believe, not to replace me with a woman when the time comes. As to age, we did hit someone "around 40 years of age" although he has been aging rapidly in the last four years.

. . . Coordinate activity on the part of two colleges or more must presuppose some agreement in mechanical arrangements. If Hamilton's class hour remains at 53 minutes, presumably the new college would adopt that figure. The number of weeks in the academic year—in fact the entire annual calendar—would have to be in common. . .

A word should be added on the enthusiasm of the members of the Advisory Committee and the other people consulted about creating such a new college. Eleven people were invited to make up the Advisory Committee. Ten accepted and served. Eighteen young women were invited to the May meeting in New York to discuss these ideas. Seventeen were there; the eighteenth had a baby that day. Various members of the Committee have predicted widespread public support for the enterprise and, in fact, urge that plans be set in forward motion with all resonable speed. The Committee hopes that a President can be appointed as of next July 1 and that the first Freshman Class can be admitted in September 1966.

MR. BABBITT: . . The rest is history.

Senior's Musings of Life on Hill; Reflects on Best of Both Worlds

BY TERRY MACAVERY '72

Considering the events of the past four years on this remote Hill makes some sense only by tracing the development of an imaginary "average" Hamilton student of the class of 1972 from September 1968 to May of 1972. What this article represents is one man's view;consequently, no more apologies will appear. The revolution in education occurring across the street at Kirkland left many Hamilton freshmen of 1968-69 resentful and prone to over-react in order to demonstrate their own fervor for a better world. Faced wit

strictly defined distribution requirements which frequently imposed such anomalous results as Senior French majors sweating out Bio 11 finals, many Hamilton freshmen bravely registered for up to six widely diverse courses (including Speech). Other more adventurous souls sniffed the winds of change in the atmosphere and guessed, correctly as it turned out, that all requirements but those for concentrations would be abolished. Dubious and prolific assurances that the advisory system would guarantee a balanced curriculum for the individual student issued from the authorities. From May of freshman year to September of sophomore year, a mere three months, the academic climate surrounding the class of '72 altered drastically. Anticipating a painful acclamation process, many of us were pleasantly surprised by the new situation. Things were definitely easier.

To the average member of the class of '72, only two worlds, both mutually exclusive, deserved any measure of attention. These are the world of academics and the world of social life. Surviving a year of academic rigors complicated the far more important concerns of achieving a satisfactory social life. A satisfactory social life, of course, means girls. Across the way were 150 women, on this side of the street about 900 men. Consequently, the men-women ratio left the Hamilton freshmen at something of a disadvantage. To the rescue came the fraternities and that ancient custom of rolling. Rolling is the process of enduring hours of physical discomfort for the minute possibility of a brief moment's physical pleasure. Eighty-five percent of the freshmen pledged that year.

Sophomore year found the class adding another world to its concerns, the world of political activism. Atrocities such as Viet Nam, Cambodia, Kent State, etc., managed to arouse a significant level of enthusiasm for action. After all, even a vigorous social life fails to fill the void left by an atrophied academic life. Summer came and away went this embryonic world of politics.

Academically, a new phenomenon appeared--the Winter Study Period. No one said

CONTINUED ON PAGE 7

Charter Class

The following article was written after much meditation in a canoe in the hot sun on Raquette Lake.

BY TOBY BOSNIAK

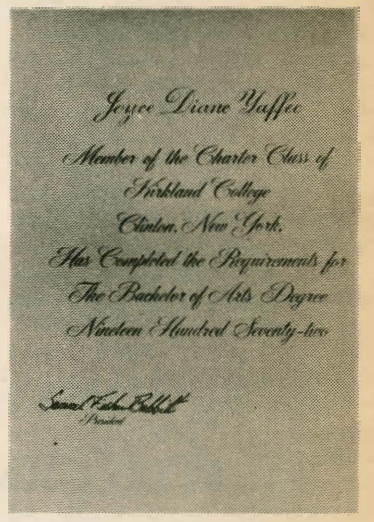
Receiving its charter in 1965, Kirkland College admitted its first students in the fall of 1968. Although the first graduation took place a year ago, most members of the original class will receive diplomas on May 25, 1972. In addition, several seniors who either transferred to Kirkland or completed requirements in three years, will graduate.

In 1972, most of the "pioneer" women would, perhaps, admit that life is more complex than they had supposed upon their arrival in September, 1968. The idealism and dissatisfaction with systems of education that led Kirkland's first freshmen to the Hill has never been fully analyzed. Many came for the innovative curriculum; Hamilton's reputation entered into the decision-making of several; "nine hundred men", probably, was not a detriment, though some were favorably inclined toward coordination and a small college as opposed to coeducation and a large university; there was an array of individual attractions such as the beauty of upstate New York and the opportunities for winter sports; some said that they came just because Kirkland was "new" or "different" or because of the philosophies espoused in the catalog.

During the past four years, many in the class of 1972 feel that they have learned that there is a gap between the ideal paradise of one's mind and the reality of conditions as they are found, changed, and created. As freshmen, they grappled with the problem of the democratic process and parliamentary procedure, while debating over social rules which were eventually repealed. During sophomore year feelings were mixed as the second class arrived and as the slow-moving Assembly, with its many committees, began to function. By the third year, the mud was truly disappearing and the landscape was actually beginning to resemble a college campus. So many changes, though, were taking place. Sophomore comprehensives had not been required and core courses were soon to be deleted from the curriculum. Several in the class decided to complete the junior year in absentia. Many returned for senior year as others departed to complete the degree requirements abroad or at other schools across the country.

At the time of graduation, the final buildings are nearing completion. With the seniors, go the memories of three masses of concrete in the wilderness, the original mud, and the walks to Commons, through any kind of weather, for each and every meal.

There are also hundreds of personal memories, feelings, and reactions of each charter class member. Some feel that the four years here are "indescribable in words." One girl felt that she had become much more open to new ideas and different ways of thinking, while another said that she was less tolerant. Some felt that Kirkland's greatest achievement was in teaching students self-discipline, that education is an on-going process. A few specifically mentioned that study habits and writing had improved 100%. Several stated that they had been "disappointed" with the way in which "certain things had turned out" in their four years. The slow procedure of committee work and the Assembly were cited as examples. In some cases, too, the girls felt that they had given up.



KIRKLAND DIPLOMA

One girl said that it was time for her to get out, that she had he had had enough of the "womb" and needed to meet new situations and new people. Others agreed, but also felt that they would miss Kirkland once the "big world" descended upon them. One senior said that she would always feel that she had been part of an extremely unique experience in education.

A number felt that Kirkland had given them the opportunity to search for their own interests and explore their own potentials. According to President Babbitt, though, students have not taken full advantage of the curricular system in which there is opportunity for "effective independent study and design of the major. This is not to say that no one has, but not a large enough proportion have." When asked what Kirkland's major achievement had been in four years, Babbitt answered immediately, "Why, the graduation of one hundred fifteen seniors." Upon further thought, he added, "the development of the elements of an educational system that is operating and going. This is the first essential task. Secondly, we are refining and responding to what we have begun. Basically, a good whole thing is on the road." Babbitt believes that "feedback" is the major responsibility of the graduates to the college. "In a word, that's it. They are the only source we have to tell us of the effectiveness of the education designed. We need responses, both positive and negative, from 'out there.'"

The "feedback," whether positive or negative, will certainly be varied. Plans for the charter class members are as diversified as their numbers. As one recent Hamilton graduate stated while visiting the Pub, "I'll never understand how they got things done. Each had her own idea about what should be done in each situation. Somehow, though, everything seemed to work out. It's hard to believe that they're graduating. Time flies. It really does."

And so it does for Kirkland '72.

Kirkland Seniors Study Ham. Alumni

BY JOAN TUCHMAN

Compilation of data from a questionnaire sent to Hamilton alumni last October is now virtually complete. Kirkland seniors Karyl Burgher and Joyce Yaffee, both sociology majors, spent the last few months in a computer room gathering information from the survey, which formed the basis for their individual Senior Projects.

Vice-President for Resources and Development Albert F. Wallace and Director of Long-Range Programs Robert B. Brooks initiated the first-time project in an effort to obtain data on the present situations of Hamilton graduates in hopes of revealing sentiments on academic and social aspects of the college. Out of 7,000 surveys distributed, close to 50%, 3,185, were returned by February.

Although both Karyl and Joyce worked on data collection, utilizing the service of a Colgate computer to help make sense of the answers to close to 40 questions, each, in addition, explored a particular sociological aspect of alumni. Karyl concentrated on relationships between undergraduate life and life now, as well as comparisons of both of these factors to alumni activity and support. Joyce studied another aspect, attempting to relate present political attitudes to undergraduate and post-graduate life.

Because of innumerable problems and complications, primarily of the technical sort, the project's goal of analysis degenerated into more of a mere data collection. Originally, several Hamilton students were to compile via a computer during Winter Study, but the delayed return of questionnaires eliminated that project. Waiting eight hours for a response, only to have the machine shout "Fatal Error," sorting 6,000 cards by hand, trekking to Syracuse when Colgate's computer gave up - all these slowed down plans. In fact, as recently as two weeks ago, the students were still gathering data. Despite the time shortage, some hypotheses have been formulated.

A few tabular results will be reproduced here, with analysis left mainly to the reader, although the delays made the work more descriptive than analytical.

As to their primary focus while undergraduates at Hamilton, respondents were divided thus:

	F	I
Academic	23%	64%
Social & Athletic	17%	4%
Both	60%	32%

It is notable that a vast majority in both groups see academics as important. Regarding undergraduate interests while at Hamilton, a further breakdown reveals the following five highest percentages, computed from the total number in each fraternity responding:

	Academic
Independent	64%
ELS	36
D Phi	35
Gryphon	33
Theta Delt	30
	Social & Athletic
Sig	28
AD	25
DKE	24
Psi U	21
Chi Psi	17

With regard to present income, the following five highest percentages are now earning over $50,000 a year:

AD	15%
Independent	11
DKE	11
Sig	11
Psi U	10

Although one-third of the respondents graduated in the '60's and another one-third in the '50's, those surveyed do range among all living Hamilton alumni; thus, it is important to stress the fact that results apply to past graduates and should not be immediately equated without qualification to the college population at the present time.

With regard to the political spectrum, the more recent the graduate, the more liberal his attitude. The questionnaire used a self-labeling device in this instance, a device political scientists sometimes question. Graduate schools seemed to have an overwhelmingly liberating effect on attitudes - graduate students were seven times as likely to be liberals. Free professionals, half of those studied, were one-and-a-half times as likely to be liberal and those in political and government-oriented occupations were twice as likely. On the other hand, businessmen, composing one-fourth of the alumni, tended to be conservative, as did those involved in the natural sciences.

In general, graduates concentrating more on social and athletic aspects of undergraduate life showed more conservatism in later years; those emphasizing academics, more liberal attitudes. Houses AD, Chi Psi, DKE, and Psi U, in descending order, showed somewhat more conservative tendencies than the others. The survey tends to raise other questions, such as the possible change in political attitudes after four years here.

A further trend showed that the more often an alumnus attends an alumni activity, the more likely he is to be conservative or Republican.

The computer revealed numerous other bits of information. For example, 50% of the graduates' fathers attended college and 30% of the fathers went to graduate school - both sizeable percentages. Another question showed a lack of geographical mobility among graduates; most still reside in the general area where they lived as undergraduates.

In conclusion, Karyl and Joyce note the significant impact of undergraduate life on post-graduate attitudes. The study pointed out the enormous academic orientation of Hamilton and the outstanding financial success of its alumni. In additon, Joyce summarizes by noting the more liberal tendencies of the more recent graduate, although this is "nothing really shocking," she explains.

A similar project is scheduled for next year, but this time work will begin in the fall, thus hopefully erasing this year's problems and resulting in a somewhat more finished product.

Hamilton Commencement

Commencement this year will take place on Sunday, May 28, with alumni reunion activities scheduled for the preceding two days.

Alumni and their wives may stay in Dunham dormitory, signing up for rooms when they register. Rates are $4.00 single and $7.00 double for one night, $7.00 and $12.00 for two nights.

Here is a schedule of the weekend's activities

Friday, May 26

All Day	**Registration, Bristol Campus Center. Meal tickets and identification badges will be provided, and members of reunion classes will be directed to reunion headquarters.**
4:00 p.m.	**Clark Prize Oratorical Contest. Chapel.**
6:00 p.m.	**Dinner for members of the classes of 1922 and earlier. Bristol Campus Center.**
8:30 p.m.	**Charlatans production. "Museeka" by John Guare. Minor Theater.**

Saturday, May 27

9 a.m. - 2 p.m.	**Registration continues. Bristol Campus Center.**
9:00 a.m.	**Baseball, alumni vs. varsity. Baseball field behind tennis courts.**
9:30 a.m.	**Faculty lecture. Professor Philip Pearle. "What We Don't Know About the Physical Universe." Science Auditorium.**
10:30 a.m.	**Reading of Class Annalist's Letter. A. Ross Eckler '22, D.Sc. '66, Annalist. Chapel.**
11:00 a.m.	**Beer tent, open to all alumni, faculty staff and spouses in front of gym.**
12:30 p.m.	**Alumni luncheon, Sage Building. Open to all alumni, faculty, wives, members of the senior class and their parents and families. Cost: $3 perperson, $1.50 for children under 12. Seniors and their parents, as well as members of the classes of 1922 and earlier, are guests of the College but must have tickets. Speaker: Thomas McN. Johnston, McEwen Professor of English.**
2:00 p.m.	**Class pictures. Steps of the Science Building.**
2:00 p.m. 3:30 p.m.	**Tour of Root Glen, led by Hendrik W. van Loon, College Forester. Meet in front of Root Art Center.**
2:30 p.m.	**Lecture. John L. Ward '60, Professor of Art, University of Florida. "Realist Painting: Its Revival and Prospects." Root Art Center.**
3:30 p.m. - 4:15 p.m.	**Choir concert. Root Glen (Chapel in case of rain).**
4:30 p.m.	**Reception with President and Mrs. Chandler. Lobby of New Library.**
Afternoon and Evening	**Fraternity meetings and class dinners. Details to be announced by fraternities and at reunion headquarters.**
8:30 p.m.	**Charlatans production. "Muzeeka" by John Guare. Minor Theater.**
9:00 p.m.	**Music at Hamilton. Student concert. Chapel.**

Sunday, May 28

9:00 a.m.	**Phil Beta Kappa Breakfast. Commons.**
9:00 a.m.	**Pentagon annual meeting at the home of Professor Sideny Wertimer, Jr.**
10:30 a.m.	**Turnmusik by the Hamilton Brass Choir from the steps of the New Library (Chapel in case of rain).**
11:00 a.m.	**Baccalaureate service. Chapel. Speaker: Herbert S. Long '39, Professor of Classics, Case Western Reserve University.**
2:15 p.m.	**Academic procession. Main Quadrangle.**
2:30 p.m.	**Commencement. Sage Building. Speaker: Loren Eiseley, Benjamin Franklin Professor of Anthropology and the History of Science, University of Pennsylvania.**

All Weekend

New Yorker covers and cartoon by John Saxon, Second Floor Lounge, Bristol Center.

Hamilton College Alumni Artists; More than 80 works by 34 alumni. Root Art Center.

President Reports To Trustees:

'A Good Year At Kirkland'

Excerpts from President Babbitt's report to the Kirkland trustees on May 12, 1972.

No matter how we judge it, 1971-2 has got to go down as a good year for Kirkland. It was a culminating year, in which the plans laid in 1966 were finally given full form; in the midst of economic emergencies, it was an auspicious year in which we will hold our own; in a year of enrollment trends downward, we have attracted more than ever; finally, we are seeing in the class which will shortly graduate, the quality and the growth which had been our aim since the beginning.

... This has been the first year that we have been able to offer a full curriculum. The result has been a far great sense of the shape of the college and of each of the four Divisions. It is as if we have finally covered the armature with clay - now we can begin the more precise and crucial modeling.

After a number of terms in which there was a slight imbalance towards Hamilton in cross-registration, the system evened out during the current term, and pre-registration figures indicate a balanced pattern again next semester.

Matters of academic coordination between the two colleges have been the serious concern of a Committee on Academic Coordination composed of Hamilton and Kirkland representatives. Working steadily on the problem since January, the Committee has submitted its report, and our Trustee Committee on Curriculum spent most of its meeting discussing the matter. The report proposes a strong Joint Committee on Academic Policy whose decisions would be all but binding on both colleges. It will get more scrutiny at every level before agreement is ventured some time next year.

The Faculty itself operating at 43 this year, regularized its meetings on a once-a-month basis this year - a great relief from the frequent sessions of our first years. An exception came in January, however, when we met in a series of six voluntary sessions to raise issues of both academic policy and basic philosophy as well as to deal with some administrative aches and pains. In retrospect, those meetings did a great deal for us in terms of clarification and solidarity. They also were the impetus of a good many ideas which have begun to find form in committees or informal groups.

By and large, there is very little margin to the life of a good faculty member. Teaching, advising, responding and committeeing make a taut schedule. So the moments when the physical or the mental patterns are broken have a special significance of a catalytic sort. The January meetings were one such moment. The conference on Kirkland as a College for Women, held in early February, was another. Even for those who did not participate directly, the energy and ideas of the events were a tangible force in the college which spurred thought and debate.

I think most of you know that we will have our formal accrediting process next year. I am happy to say that Dean Lynton, of Livington College in Rutgers, has been appointed Chairman of our team of visitors, and the dates for their visit has been set in mid-October. In preparation for all of this Bill Jamison has been organizing a massive institutional self-evaluation document which will be our statement to the Middle States Commission on what and why we are doing whatever it is we do.

There will be new faculty appointments in Psychology, Dance, Music, Theatre, Poetry, and Literature. Two in that last which will raise the number of faculty to about 48. And we aim for a student body of 615.

Past the summer lies a new year, 1972-73. We aim for an incoming class of 175, and have it nearly in hand. We are pleased with its make-up and quality, another indication that the world of secondary education and the seniors in high schools are perceiving us as we would have them do. As some of you know, our rate of acceptances was lower than expected, but we believe that we have moved up to the big leagues in terms of our competition.

Perhaps even more heartening is the fact that 120 students want to transfer here. We will take only 25, but they are marvelous students.

The world is much on our minds. Tomorrow morning a number of people from both Kirkland and Hamilton will be in Utica to demonstrate their concern for the recent upping of the Asian ante. Many of us, myself included, are concerned not only for the acts taken in our name, but for the growing sense of bleak frustration which emerges when there is no apparent connection between such a large percentage of the people and the governmental machinery. It is as if a link had snapped, severing these young people from their country so that they can no longer say "we," but only "they" or even "him."

They do not want their country's flag to lead them in procession. It has come to stand for what "they" do. That little fact has dark ramifications for all of us in this country.

Let me conclude on a more positive note close at home. Two days ago, one of our 22 graduates of last year came back for a visit after a year in graduate school. She is a walking advertisement for Kirkland. It works, she says. All that garbage in the catalog about "independent learners" and so on - it's all true.

At any time, but particularly in the headlong, wearying sprint which is the last few weeks of school, that's a great thing to hear.

Thank you.

Ham. '72

CONTINUED FROM PAGE 5

anything nasty about this innovative program, since it was only the first year of its operation.

Social life improved in direct proportion to the rate of increase in Kirkland's enrollment. Rushing declined to under 70% of the freshman class that year. The 3-to-1 man-woman ratio continued, however, to impose strains on ambitions for a socially successful Hamilton experience. Rolling continued unabated.

A positive memory of sophomore year is that it was the last in which living conditions were truly abominable. Five male residents in a single-bedroom Carnegie suite did little to cure bad tempers. Bundy Dorm was scheduled for occupancy the following September and everything was going to be ideal.

Junior year began with Bundy still unoccupied but another annoyance began to grow which caused members of the class to be envious of the two lower classes. Worries about the prospects for the post-graduation world assailed the sophomore sense of security. LSAT, AMCATS, ETS and a host of other abbreviations had to be learned and understood. In the distance loomed the alternatives of grad school of some sort or of making a living.

Grades continued to rise Junior year at Hamilton. Most members of the class suffered through the most demanding and important courses of their collegiate careers that year. Winter Study, no longer immune from criticism, was the subject of a great deal of scrutiny. Considering courses at Kirkland became an option for serious Hamilton students by Junior year, expanding possibilities for a rewarding as well as facetious individual program of study.

Enrollment at Kirkland rose to 450. Freshmen pledging plunged to around 50%. The correlation is indeed highly suggestive. Emphasis on big party weekends complete with Dionysiac frenzy declined. A more casual approach to entertainment was in vogue. Social contact was definitely getting better.

Senior year arrived. Many of us, probably too many, vowed to do a minimum of academic work in order to devote maximum time and energy to social life. Drugs, an infrequent indulgence of freshman year, became everyone's diversion the next two years. An encouraging revival of interest in beer occurred Senior year. Sloshing beer around often seemed to be a more sociable thing to do than passing a joint around in worshipful stupor to the accompaniment of loud music.

Varying degrees of panic affected us all about the future. Many did something about it; equally as many did not. Commencement approaches and we leave a bit more articulate, worldly, and wise. Okay, but it was pretty expensive.

Both Colleges have their commencement schedules. The Inn has its as well!

THURSDAY, MAY 25

Special Kirkland College Commencement menu. Serving Dinner from 5:30 to 9:00.

FRIDAY, MAY 26

Luncheon from 12:00 to 2:00 p.m. Dinner from 5:30 to 9:00.

SATURDAY, MAY 27

Luncheon from 12 to 2p.m. Special Hamilton College Commencement menu. Serving Dinner from 5:30 to 9:30 p.m. Reunion dinners for classes of 1912, 1917, 1922 and 1932.

SUNDAY, MAY 28

Pre-commencement Dinner beginning at 12:00 noon. (Bar will open then as well, and there will be ample time to return to the Hill for the academic procession.) Post-commencement Dinner served until 7:00 p.m.

Reservations are definitely suggested. Make the Inn your Inn this weekend.

THE Alexander Hamilton INN

Brando Flamboyant In 'The Godfather'

By Roy Schecter

The Godfather has received so much spectacular publicity and so many enthusiastically favorable reviews, that it seems almost futile for me to add my voice in mild dissent - and some of my friends have even suggested that it would be dangerous to do so, considering the inflammability of the film's subject material. Nevertheless, I think I'll take a few good shots, and hope to duck the return.

The Godfather is a good movie, but it might have been a great one. It is well, and occasionally imaginatively, filmed and, on the whole, well-acted. Mario Puzo's screenplay, adapted from his own book, is fitting enough for the ever-alternating motifs of familial felicity and Mafia murder. Nino Rota's music (the man who gave us the theme from *Romeo and Juliet*) is appropriately tense, nostalgic, and beautifully romantic, and, unlike many otherwise fine scores, it is never obtrusive.

Al Pacino, as Michael Corleone, does a generally remarkable job as the youngest and least violent son who eventually becomes the new, and most violent, Godfather. Although occasionally I felt a certain dullness in his character, Pacino effects a subtle transformation from innocent kid to big-time mobster, James Caan is wonderful as Sonny, the impetuous older brother, and I wish his part has called for more. Robert Duvall, as Tom, the family's lawyer, gives another fine performance (I remember him especially as the fanatical minister in *Mash*), but his role, too, is limited and rather low-key.

The "meatiest," most flamboyant role in the film (and one expects flamboyancy in gangster movies) belongs, of course, to Marlon Brando, and there, I think, is the first thing wrong with the movie. The role of the Godfather should be a powerful one, at least in the beginning of the film and what does Brando give us?—a whispery little voice mixed with some of his worst mumbling. Some have suggested that there is great irony in this contrast, but I detect bad judgement instead. If the weak voice conveyed undertones of power, that would be fine, and if the gestures Brando was using in *On the Waterfront* fit here, I would not object. But the voice doesn't and the gestures don't. Brando gets better as he ages in this film, because the weakness of his portrayal begins to match the physical and mental weakness of the Godfather. (No letters, please).

The other major flaw in the film is its great length. The idea of the Mafia being both loyal family men and mass murderers is hammered into us on too many occasions. Perhaps I would not have objected to the point being so well-made if there had really been a point at all. During his daughter's wedding, the Godfather arranges one murder after another, and during his grandchild's baptism, all of the other family heads are murdered by his son's men. If there is some terrible truth in this, by the end of the film we have become acclimated to it. What we want to know, and what the film doesn't tell us, is why - what causes men to love their families and, at the same time, to participate in the destruction of every other family in New York? The distinction Puzo makes between "family matters" and "business" will suffice as a gangster's rationalization, but not as an explanation.

There are many impressive episodes in this episodic film, particularly the one in which Michael seeks to avenge the shooting of his father by murdering, in a restaurant, the man who was responsible. In this episode we know what is supposed to happen, how the murder is to occur, and we are made to sympathize with Michael, so that his fear of something going wrong is also ours. The tension which is created, and the ultimate release of that tension in shocking violence (shocking even though we have expected it), provides us with the most successfully manipulated and most satisying emotional moment in the film. There are a few others like it, but too few to justify the inclusion of so many. *The Godfather* does have almost an epic quality to it, so it had to be a little long. But, a half-hour's cutting might have made it a little less epic and a lot more effective.

HAMILTON GRADUATION 1972

Photo by John Ehrlich